

CCAS 2016

Making Decisions on Starting or Ending Programs

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Context

- University of Miami: Private, doctoral, Carnegie very high research & Engaged
- College of Arts & Sciences: 20 departments, 10+ interdisciplinary programs, 400 faculty, almost 5K UG students, 48% of all UG credit hours, competing with 8 other colleges/schools



Operational Principle:

The total is greater than
the sum of its parts

- Interdisciplinary programs
- Minors
- Cluster hiring
- Independent Major

Economies of Scale

When does it make sense to combine or fold programs or departments?

Do Institutes help?

Theresa Lee

Context



- University of Tennessee: Public, Land-grant, Doctoral, Carnegie very high research & Engaged
- College of Arts & Sciences: 21 departments, 13 interdisciplinary programs, 8 research centers, 370 TT faculty, 200 full-time NTT faculty, ~8K UG students, ~2K Grad students; 73% of all LL UG credit hours & 48% UL UG credit hours, collaborate with 10 other colleges/schools

Theresa M. Lee

Deciding to End a Program

- Whether starting OR ending – always involve the faculty
- Provide data from the College' perspective
- Let the faculty provide data from their perspective
- Negotiate the process:
 - Merger?
 - Closure?
 - New version?

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Example 1

- Closing a small Polish Department
 - Data: Small number of majors, small number of faculty, small class sizes
 - Faculty data: Top ranking Polish department in the country, and few exist
 - Solution: Created a “Slavic Languages & Literatures Department” with Russian, Polish, Ukrainian, Czech, Bosnian, Croatian, Serbian
 - Many of faculty can teach in more than one language & saved considerable administrative overhead

Example 2

- Re-envisioning a Core Facility for Research
 - DATA: All microscopes scheduled to move to larger, but more distant location. Currently, the facility was not self-sustaining from user fees. Would require new staff person if scopes did not move.
 - Faculty: Did not want the microscopes primarily used by biologists to move to more distant location. They had historically paid little in user fees. Some thought they could manage high-end equipment without staff.
 - Challenged them to develop a plan that would make the facility self-sufficient within 3 years to avoid the move.

Example 3

- Small Interdisciplinary Undergraduate Degree Programs in Comparative Literature and Medieval Studies
 - DATA: The major/minor had only 0-1 students enrolled for 5 consecutive years.
 - FACULTY: Want to revive it
 - Set rules for funding of IDPs relative to the number of enrolled students and annual graduates. Removed most financial support for those with fewer than 5 enrolled students and 2 graduates/ year. Allowed the degree to continue being listed.